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SUMMARISING

GOTCHA!

This is a story about an ordinary man who did something extraordinary. It all started in the Dollars-Are-Us Bank on a Tuesday afternoon. Jimmy was lining up, waiting to deposit a large sum of money into his savings account when a masked man pushed past him. He ran straight to the counter and held the teller at gun point screaming, "Put all the money in the bags or we'll shoot everyone in this bank!". The customers screamed and crouched down on the ground while the terrified lady started stuffing money into the man's bag. Little did he know, the lady had pressed a silent alarm and before he had a chance to escape the police had arrived, blocking the front doors. But the criminal grabbed a hostage, ready to fight his way out. Jimmy decided that he wasn't going to let this horrible man hurt anyone. He jumped up and barrelled straight in the man, pummelling him to the ground and knocking the gun out of his hands. The police saw the man was now unarmed and quickly ran in to arrest him. Jimmy received a medal for bravery and the robber who caused it all is now serving a long sentence behind bars!

SUMMARISE THE STORY USING THE PROMPTS TO HELP YOU

Who was in the story?

Type here

Where does the story take place?

Type here

What was the problem in the story? Type here How was the problem resolved? Type here

SUMMARISE THE STORY IN ONE SENTENCE

Type here

Second Grade Summary Writing

Richard Gentry, Ph.D., Jan McNeel, M.A.Ed.

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Benchmark Writing Assessment Level 2 Richard Gentry, Ph.D., Jan McNeel, M.A.Ed., 2014-02-01 Download this easy to use benchmark writing test today and use it as a formative assessment in your second grade classroom Included are suggested prompts a rubric assessment tools and writing samples The Most Wonderful Writing Lessons Ever Barbara Mariconda,1999 Inventive activities give teachers details they need to present engaging lesson on writing an entertaining beginning building suspense adding detail developing story endings and using dialogue effectively Wake kids up to good writing skills Illustrations throughout Teaching Reading Rachel L. McCormack, Susan Lee Pasquarelli, 2009-12-09 Elementary teachers of reading have one essential goal to prepare diverse children to be independent strategic readers in real life This innovative text helps preservice and inservice teachers achieve this goal by providing knowledge and research based strategies for teaching phonemic awareness phonics fluency vocabulary all aspects of comprehension and writing in response to literature Special features include sample lessons and photographs of literacy rich classrooms Uniquely interactive the text is complete with pencil and paper exercises and reproducibles that facilitate learning making it ideal for course use Readers are invited to respond to reflection questions design lessons and start constructing a professional Multiple Worlds of Child Writers Anne Haas Dyson, 1989 Based on a two year study of first graders at a teaching portfolio magnet school in the San Francisco Bay Area Multiple Worlds of Child Writers Friends Learning to Write provides an important missing link in the study of emergent literacy the peer group and the classroom contexts that surround it Using four richly detailed case studies the author portrays the process through which Margaret the teacher and her children form a community one supported by and supporting of the children's growth as writers Dyson offers new perspectives by displaying the quality of life in the classroom through children's talk drawings and writing The theoretical framework presented here for understanding children's growth moves what is usually considered background to the foreground for study Most works on children's writing stress that children must disembed or decontextualize their written texts from dependency on other symbolic media and other people Dyson however shows that to develop as writers children s text must become progressively more embedded in the social affective and intellectual parts of their lives The book also emphasizes the nature of the classroom rather than the home as a distinctive context for early literacy growth Moreover the classroom is an urban one that includes children from diverse social and ethnic backgrounds The classroom and children whose lives fill this book challenge current thinking about such critical issues as the developmental links between writing and other symbol systems sequence and variability in early writing growth the relationship between form and function in young children's writing and the development of literary language This book is a must for early childhood educators reading and language arts specialists and scholars researchers in the field of literacy *Teaching New Literacies in Grades K-3* Barbara Moss, Diane Lapp, 2009-11-30 Even the youngest readers and writers in today s classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher friendly handbook is packed with creative strategies for introducing K 3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book s 23 complete lessons and provide practical activities and assessments for promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included *Resources in Education*, 1998 **Report** Indiana. Dept. of Public Instruction, 1886

Annual Report of the Department of Public Instruction of the State of Indiana Indiana. Department of Public Report of the Superintendent of Public Instruction for the State of Indiana Indiana. Department Instruction.1886 of Public Instruction, 1886 **Report** Indiana. Department of Public Instruction, 1886 Report of the Superintendent of Public Instruction, for the State of Indiana, Being the ... Bi-ennial Report for the Years ... and ... Indiana. Department of Public Instruction. 1886 Teaching Literacy in Second Grade Jeanne R. Paratore, Rachel L. McCormack, 2005-05-13 Second grade classrooms are exciting places to visit Children are consolidating their growing reading and writing expertise exploring new genres and becoming more effective communicators. This book takes the reader into several exemplary second grade classrooms to demonstrate what teachers can do to optimize literacy learning for their students Highlights include how to set appropriate short and long term goals for individual students ways to plan instruction to meet those goals and innovative ideas for partnering with parents Writing Strategies for Science Sarah Kartchner Clark, 2013-10-01 Help students write about science content and build their scientific thinking skills This 2nd edition resource was created to support College and Career Readiness Standards and provides an in depth research base about content area literacy instruction including key strategies to help students write about and comprehend scientific content Each strategy includes classroom examples by grade ranges 1 2 3 5 6 8 and 9 12 and necessary support materials such as graphic organizers templates or digital resources to help teachers implement quickly and easily Specific suggestions for differentiating instruction are also provided to help English language learners gifted students and students reading below Another Generation of Fundamental Considerations in Language Assessment Gary J. Ockey, Brent A. grade level Green, 2020-11-23 This edited book is a collection of papers written by language assessment professionals to reflect the guidance of Professor Lyle F Bachman one of the leading second language assessment experts in the field for decades It has three sub themes assessment of evolving language ability constructs validity and validation of language assessments and understanding internal structures of language assessments It provides theoretical guidelines for practical language assessment challenges Chapters are written by language assessment researchers who graduated from the University of California Los Angeles where Professor Bachman trained them including the book editors Systematic Instruction in Reading for Spanish-speaking Students Elva Durán, 2003 This text will help in the preparation of primary grade teachers

throughout the United States so that thy may be successful with Hispanic students entering public school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic pupils Addresses the area of reading and literacy for Spanish speaking students Touch Screen Tablets Touching Children's Lives Joanne Tarasuik, Gabrielle Strouse, Jordy Kaufman, 2018-02-28 Touch screen tablets have greatly expanded the technology accessible to preschoolers toddlers and even infants given that they do not require the fine motor skills required for using traditional computers Many parents and educators wish to make evidence based decisions regarding young children's technology use yet technological advancements continue to occur faster than researchers can keep up with Accordingly despite touch screen tablets entering society more than 5 years ago we are in the infancy of research concerning interactive media and children The topic has gained traction in the past couple of years For example theoretical papers have discussed how interactive media activities differ from physical toys and passive media Christakis 2014 and how educational apps development should utilise the four pillars of learning Hirsh Pasek et al 2015 Yet there has been little experimental research published on young children and touch screen use **Linguistics and Language Behavior Abstracts** ,2008 Inclusion Strategies for Secondary Classrooms M. C. Gore, 2010-04-07 This updated text provides a wide range of instructional tools that are cleverly introduced well referenced and clearly presented The book gives preservice teachers an informative and practical introduction as they prepare to work with older students As an excellent refresher for practicing teachers it offers new approaches that can be incorporated into everyday inclusive classrooms This resource will become bookmarked and dog eared from both initial use and subsequent reference by serious educators Jean Lokerson Faculty Emerita School of Education Commonwealth University Keys for unlocking the doors to learning for ALL students This updated edition of the best selling book Successful Inclusion Strategies for Secondary and Middle School Teachers identifies locks to learning and provides targeted strategies or keys that unlock learning barriers for adolescents with disabilities and other learning challenges Based on empirical research this basic guide is packed with field tested teacher friendly approaches that support struggling students at various stages of academic development Inclusion Strategies for Secondary Classrooms examines input locks attention perception discrimination and sequencing processing retention locks confusion organization reasoning memory affective locks frustration and motivation and output locks persistence and production and explains why the key strategies work This updated edition also discusses What current research reveals about the unique teaching environment of secondary school classrooms The reauthorization of IDEA 2004 The impact of NCLB on special education How the key strategies can work at all levels of a Response to Intervention program Expanded applications for Universal Design for Learning Discover solutions that will help every student overcome obstacles to learning and develop the skills for academic Writing Strategies for Mathematics Trisha Brummer, Sarah Kartchner Clark, 2013-10-01 Help students write success about mathematics content This 2nd edition resource was created to support College and Career Readiness Standards and

provides in depth research about content area literacy instruction including key strategies to help students write about and comprehend mathematics content Each strategy includes classroom examples by grade ranges 1 2 3 5 6 8 and 9 12 and necessary support materials such as graphic organizers templates or digital resources to help teachers implement quickly and easily Specific suggestions for differentiating instruction are also provided to help English language learners gifted students and students reading below grade level Report of the National Reading Panel: Teaching Children to Read: an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction: Reports of the Subgroups National Reading Panel (U.S.),2000 In 1997 Congress asked the Director of the National Institute of Child Health and Human Development NICHD in consultation with the Secretary of Education to convene a national panel to assess the status of research based knowledge including the effectiveness of various approaches to teaching children to read The panel was charged with providing a report that should present the panel's conclusions an indication of the readiness for application in the classroom of the results of this research and if appropriate a strategy for rapidly disseminating this information to facilitate effective reading instruction in the schools p 1 1

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